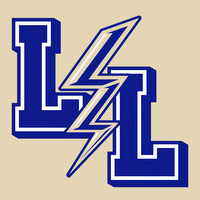
 LHS Writing Guide 

Welcome to the Legacy High School Writing Guide. The purpose of this document is to make your job easier. As educators, regardless of the course or circumstance, we all have students write; therefore, as a way to help each other, this document outlines some guidelines to provide building-level consistency with our writing instruction.

The writing guide is divided into seven sections and is intended as an easy-to-use resource that educators can refer to when including writing in their lessons and activities. This is not the “end-all-be-all” of writing instruction, but it does provide common language and models that educators can utilize.

Literacy is simply our ability to understand and communicate. The new literacy standards look at increasing college and career readiness, which overwhelmingly focus on complex texts outside of literature. Therefore, students must be prepared to read, to write, and to research across the curriculum, including in math, science, social studies, special education, and our electives: art, business, music, physical education, and world languages. These goals can be achieved by ensuring that content area teachers (in addition to English teachers) are focusing on reading and writing instruction to help students build knowledge within their subject areas (Common Core State Standards Initiative). Simply put, literacy is a skill that all educators are beholden to and required to teach. At the end of this guide are the literacy standards for each discipline. While they are not anything new, per se, these standards guide our writing and reading instruction (**Appendix A**)

There are numerous resources available for teachers to help enhance the wonderful work that they already do with writing. Whether it’s tips for turnitin.com, benchmarking student work, helping with rubric development, or tips for conventions, please utilize the people below:

|  |  |  |  |
| --- | --- | --- | --- |
| Name | Teacher Office | Extension | Specialty |
| Beth Bynarowicz | A218 | X6866 | Turnitin.com, PEA, grammar, rubrics |
| KevinKrueger | A118 | X6835 | Tech, turnitin.com, PEA, rubrics |
| Tiffany Stephens | LMC | X6727 | Research, benchmarking, rubrics, MLA and citation |
| Chris Warner | A108 | X6780 | Turnitin.com, PEA, grammar, rubrics |

**Writing Structures**

Whether it’s a discussion of the life cycle of an animal, an analysis of a poem, an evaluation of a source’s bias, or a justification for an equation—regardless of the context or curriculum—good writing is good writing. (See **Appendix B** for examples of writing done at LHS in each content area.) At times, students fail to deliver their best writing in different scenarios as they don’t think the writing rules apply, but they do. To help with our communication to students, here are some writing traits, structures, and key vocabulary across the curriculums.

**Essential Traits of Writing**

When we have students write, they often focus solely on the first trait: Ideas/Content. While this is an important characteristic of all writing, how well the piece of writing is organized and how easy it is to read are also important. The challenge is to hold students accountable for all three traits of writing. (See **Appendix C** for an explanation of the writing process, a method to walk student through the creation of writing.)

1. Ideas/Content
   1. The heart of the writing
   2. The persuasive slant or claim
   3. The main idea or story line
2. Organization
   1. The internal structure
   2. The form and flow (essay form, paragraphing, report form, story form, poetry form)
3. Conventions
   1. Spelling and capitals
   2. Paragraphs
   3. Punctuation
   4. Grammar

**Trait 1: IDEAS / CONTENT**

The content of writing will be the substance of the piece. This is what students are writing about. If students are writing in a health class, they may be writing about the causes of drug addiction or the effects of smoking. In science class, they might write about how their hypothesis was incorrect or the steps they recreated for an experiment to be successful. Regardless, the content of a piece of writing must be “correct.” Students need to know the content about which they are writing; they cannot be “making things up” or creating material in order to fill page or length requirements. Here, content-area teachers are king. These teachers know what is right or wrong. Content-area teachers should hold student accountable for the “correctness” of the content in any and all writing assignments.

**Trait 2: ORGANIZATION**

**Types of Writing: Paragraphing and Extended Writing**

Essentially, all writing can be broken down by its length, and two easy to define categories are paragraph writing and extended writing (be it in class or polished, out-of-class writing.)

**Paragraphing**—shorter pieces of writing, which is not limited to but includes:

* Short answer
* Exit slips
* CRQs
* Comprehension questions
* Problem-solving templates

Here is one method of organizing a paragraph. There are (obviously) other ways of creating a good one, but this one is a concise teaching tool. It also aligns well with Common Core expectations for organization.

**PEA: Point, evidence, and analysis**

Claim Sentence: typically a single sentence that asserts the student’s position.

Point / Evidence #1 (Supports claim sentence)

Analysis (HOW the point #1 supports the claim)

Point / Evidence #2

Analysis (HOW the point #2 supports the claim)

Point / Evidence #3

Analysis (HOW the point #3 supports the claim)

Conclusion Sentence (sums up the paragraph)

**NOTE**: The point of academic writing is NOT to count sentences or to only allow students to write only a certain number of lines. The point is to push students to state their claim and then clearly defend it with a piece of evidence and then the explanation of how that evidence made THEM think what THEY thought. Too often, students think that “if it makes sense to them then it is CLEAR to everyone else too!” This is a problem as academic writing is when students share THEIR interpretations or reasonings in a problem, not to get the ONE right answer. Therefore, they must be clear in making THEIR thinking clear to someone who is NOT them!

**NOTE**: This model can be expanded and contracted (hence another name for this model, the "accordion") to create developed responses that fit the task. (See **Appendix D** for student examples in the PEA format and **Appendix E** for a blank template that would help teach this organizational pattern.)

**Extended writing**—longer pieces of writing, which includes:

* Essays: both in-class, on-demand writing and extended, polished pieces of writing.
* Papers: narratives, book study, logs, reports, etc.
* Research papers

(See **Appendix F** for the expansion of this basic pattern into an extended writing example.)

(See **Appendix G** for advanced writing tips to pass along to students for general essay writing.)

**Trait 3: CONVENTIONS**

While a key part of the English Department’s content, grammar and conventions are also in the new literacy standards for all curriculums. The purpose of this section is to give common, simplistic aspects of mechanics, usage, and grammar to help improve the “readability” of student writing. Teachers in other disciplines do not need to worry about becoming “grammar gurus” in order to address the new standards; common sense grammar, which we all have as educators, is just fine. Also, as we know, not every error needs to be marked on a piece of writing to give strong feedback to a student on how to improve his/her writing. By holding students accountable for the basics (run-on sentences, commas, academic tone, and proper capitalization for the content) we can help students see that good writing is important in all areas of school and life. (Please see **Appendixes G-J** for definitions of additional grammatical components should you want to work at a more advanced level; see **Appendix L** for a good review of grammar.)

**The Big Five**

While hundreds of conventions points exist in the English language, we suggest all teachers focus on the following “Big Five” in an effort to offer all students a minimum of grammatical instruction.

1. Maintaining a level of formality
2. Avoiding run-ons
3. Five basic comma uses
4. Apostrophe usage
5. Capitalization in the content areas

**#1 – Maintaining a Level of Formality**

1. An informal continuum exists with formality in writing. It’s not an exact science.
2. Writing can be very “informal” to “academic” to “elevated.”
3. Once a level is assigned or chosen by the writer, it should be maintained throughout.
4. Traits of an “academic” level of formality
   1. Stays in one tense
   2. Stays in one pronoun person (first for informal papers; third for more formal papers)
   3. Does NOT use second person (you)….ever, regardless of level.
   4. Voice is “distanced” and analytical, not personal and chatty.

## #2 – Avoiding Run-Ons

**Complete Sentence –** A group of words that has a subject, predicate, and complete thought. It can stand on its own. It can also be called an independent clause.

**Fragment** – Does not express a complete thought; is missing a subject or main verb.

**Run-On Sentence** – When two or more complete thoughts are joined incorrectly with a lack of punctuation or with improper punctuation.

 If there are two subjects, even if the both refer to the same person, the writer must consider that there are potentially two complete thoughts and treat them as a run-on sentence.

 Using only a comma between two complete thoughts is not enough. This scenario must include a conjunction (for, and, nor, but, or, yet, so) or it is called a comma splice.

## Fragment and Run-On Error Examples:

* Because the Y-axis increases. (Fragment)
* Although Hitler invaded. (Fragment)
* Mozart was a great composer from Austria he created many amazing pieces. (Run-on)
* Aeronautics is the study of flight and it is exceptionally important for future pilots. (Run-on)
* And the diameter connects. (Fragment)

**#3 – Five Basic Comma Uses**

**Commas** have many uses, but these are the most common methods of how commas should be used in high school writing.

1) To avoid the run-on with a conjunction (see above with run-ons.)

* Before and, but, or, for, nor, so, and yet when they join two independent clauses. *Avoids the dreaded run-on sentence.*
* Table tennis is a cool sport, but it is not as neat as volleyball.

2) To separate items in a series

* I went to the store to buy a zebra, a xylophone, and a yak.

3) To separate **unnecessary** information at the **START** of sentences

* Although Johnny has an extremely large cranium, he does not hide it under hats.
* According to class policy, all work must be turned in on time.
* Hey, I believe in ghosts too!

4) To separate **unnecessary** information in the **MIDDLE** of sentences

* Fishing, in fact, is one of the most physically demanding sports around.
* The doctor, carrying the red nose and black bag, is Patch Adams.

5) To separate unnecessary information at the end of sentences

* This is an exceptionally important topic, which you should seek to master.

**#4 – Apostrophe Usage**

1. To show possession by a singular noun or indefinite pronoun (add an ‘s)
   1. That is Johnny’s large cranium.
   2. Picasso’s works are highly revered.
   3. Jim Collins’s *Good to Great* is an essential read for business students.
2. To show possession by a plural noun (Make the noun plural. If that ends in an s, just add the ‘. If that plural noun does not end with an s, add an ‘s.)
   1. Be sure to measure the diameters’ lengths.
   2. All of the children’s work must be submitted to Turnitin.com.
   3. All of the birdies’ feathers should be pristine as they come out of the canister.
3. ***NOTABLE EXCEPTIONS***: its vs. it's; whose vs. who's
   * its & whose = possession it's & who's = contraction
4. **DO NOT** use apostrophes to make items plural…ever.

**#5 – Capitalization for the Content Areas**

Capitalize proper nouns, paying attention to those in the content areas.

* **Specific nouns**
  + Art – Pablo Picasso
  + Business – Twitter, Facebook, Macy’s
  + Government - Supreme Court, the Fifth Amendment,
  + Music – Mozart, the Chicago Symphony Orchestra

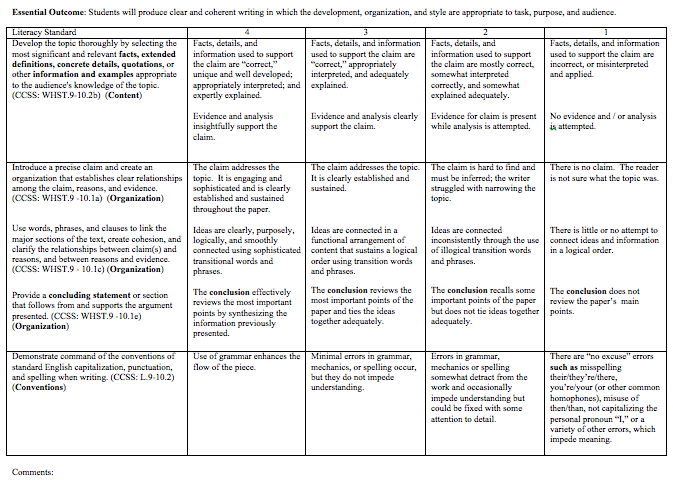
Do not capitalize common nouns.

* + **Nondescript, general nouns.**
  + Social science - government
  + Biology - plants, labs
  + Art – period
  + Sociology – gender, race

**General Writing Rubric for all Content Areas**

The following rubric is based on the new literacy standards and is designed for use in a variety of writing situations. The key part of the process is having teachers benchmark together and agree on what the descriptors mean.

**General Writing Rubric**



**Appendix A: Literacy Standards**

Please note that the literacy standards for the grades 11-12 band is listed; it is almost identical for the grades 9-10 band**.**

**Literacy Standards: Science and Technical Subjects: Grades 11-12**

**(Departments: Science, Math, L2k, Art, PE, Business)**

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RST.11-12.2

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-LITERACY.RST.11-12.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CCSS.ELA-LITERACY.RST.11-12.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

CCSS.ELA-LITERACY.RST.11-12.5

Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

CCSS.ELA-LITERACY.RST.11-12.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RST.11-12.8

Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

CCSS.ELA-LITERACY.RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.WHST.11-12.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.WHST.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.11-12.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.2.A

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.11-12.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.WHST.11-12.2.D

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.11-12.2.E

Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.11-12.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Literacy Standards: History / Social Studies: Grades 11-12**

**Departments: Social Studies**

CCSS.ELA-LITERACY.RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6

Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CCSS.ELA-LITERACY.RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

CCSS.ELA-LITERACY.WHST.11-12.1

Write arguments focused on discipline-specific content.

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.WHST.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.WHST.11-12.1.E

Provide a concluding statement or section that follows from or supports the argument presented.

CCSS.ELA-LITERACY.WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

CCSS.ELA-LITERACY.WHST.11-12.2.A

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.11-12.2.C

Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CCSS.ELA-LITERACY.WHST.11-12.2.D

Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

CCSS.ELA-LITERACY.WHST.11-12.2.E

Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

CCSS.ELA-LITERACY.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.WHST.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.11-12.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Appendix B:** Great writing assignments that are already happening at LHS

**What Writing Looks Like at LHS**

Each discipline has different types of writing, but it is easy to see the commonalities across the departments. Please note that this is a partial list.

|  |  |
| --- | --- |
| **Department** | **Types of Writing and Descriptions** |
| Art | Notebook/Journal: graphic representations, research, short answer, lists, narratives, etc.  Short Answer on the 3Cs—composition, craftsmanship, and concept: shorter pieces of writing (and discussion) where students analyze their work informally and formally.  Artist Statements: shorter pieces of writing that includes analysis of artistic investigation, process, how the art captures the attention, and meaning.  Art Reflections: longer pieces of writing that include analysis of artistic methods, research, evolution of thought, and specific themes. |
| Business |  |
| English | Constructed Responses: shorter pieces of writing; typically a paragraph or a few paragraphs.  Essays: can be done in-class or outside of class; has three main components: introduction, body, and conclusion. |
| Math | Problem Solving Template: graphic organizer to help students justify their answers.  Short Answer: in addition to demonstrating mathematical equations, students are asked to explain how they arrived at their conclusions and justify their methods. Students use paragraphing and computations to prove their points.  “Think About This Situation" and a "Summarize the Mathematics": asks students to think and write about the math they are about to learn/have just learned.  Essential Questions: guide the learning required in that investigation, and students should be able to answer these questions upon completion of the investigation. |
| Music |  |
| Science |  |
| Social Studies | CRQ: constructed response questions; shorter pieces of writing; typically a paragraph or a few paragraphs; could be a graphic organizer.  FRQ: free-response question; typically a paragraph or a few paragraphs.  DBQ Essays: can be done in-class or outside of class; responds to specific documents and evaluates sources |
| Special Education | Uses same structures as other departments but modifies requirements and lengths based on IEPs and 504s. |
| Physical Education | Essay: Relationship choices (with benchmarking!); webquest summaries |
| World Languages | Comprehension questions: short answer  On-demand writing: district writing assessments on new topics.  Focus on vocabulary usage and their ability to use the grammar concepts focused on in each level of the target language. |

**Appendix C: The Writing Process**

**The Writing Process: An Overview**

Writing is a process and one that takes practice to develop. Below are the six components of the writing process; however, students do not need to complete each step of the process with every assignment. Yet, knowing all the steps in the process and working with them throughout the year leads to stronger writing.

1. **Prewriting**: all the things students do before they actually begin writing words, sentences, paragraphs, and essays, which includes:

* Mapping, webbing, graphic organizers: creates a “flow chart” of ideas; shows how each idea relates to others
* Free writing: writing ideas without worrying about form or grammatical rules.
* Outlining: structured method that helps establish relationships among ideas; moves from general concepts to specific points and analysis.

1. **Writing:** Writing can be divided into two main subcategories—paragraphing and extended writing. See the specifics below.
2. **Responding:** Self and peer feedback on writing is integral for students to grow as writers. This can be an informal assignment where students exchange drafts and focus on a specific area of improvement or section of the rubric. This can also be more structured where students use turntin.com to answer questions and provide suggestions on writing. Typically, students are responding to content, organization, and clarity of writing. See Appendix 6 for a Peer Review Strategy.

**Revising**: Revision develops from the feedback given during the res ponding stage. Students often just revise with minimal effort—just fixing grammatical mistakes. Pushing students to revise for content (often more development of evidence and analysis) is key to developing their writing. Revision means more than just correcting grammatical errors, though that is a part of it. It means actually rewriting the first draft to accommodate the changes that students will make from reading and rereading it.

1. **Editing/proof reading**: This stage of the writing process involves students being meticulous about their grammar, usage, conventions, and spelling. A useful tip is for students to read their papers aloud to hear the errors. For example, if a student is reading a sentence aloud and has to take a breath in the middle of it, when there’s no punctuation, then it’s probably a run-on sentence. Note: turnitin.com does provide an ETS (Educational Testing Service) grammar check for teachers and students. It marks the writing automatically for possible errors. Please see Appendix 7 for a table of common proof reading marks.
2. **Publishing/final draft:** Finally, the end result! This can be typed or hand-written, but it should follow proper format as dictated by the teacher. See Appendix 5 for an easy-to-use style guide for the publishing stage.

Students can use these questions (some or all) as a way to provide feedback on their own writing and/or peers’.

1. **Check for content, organization, and clarity.**

* Is there a claim that explains the purpose of the writing?
* Does the come as the last sentence in the first paragraph?
* Does the introductory paragraph catch the reader’s interest and lead into the body of the paper?
* Does each of the paragraphs in the body support the claim?
* Are all of the points made relevant to the claim, or should some be replaced?
* Are the paragraphs in the right order, or should things be moved around?
* Are there enough examples, illustrations, and details to back up the points made?
* Are any parts of the paper ambiguous?
* Are any kinds of transitions needed to make the paper read more smoothly?
* Does the paper reflect a definite audience?
* Are the words, phrases, and examples that are used appropriate to that audience?
* Does the paper have a strong conclusion?

1. **Check for grammar, sentence structure, and parallelism.**
   * Is the paper free from sentence fragments and run-on sentences?
   * Are pronouns used consistently and correctly?
   * Do all pronouns refer properly to their antecedents?
   * Are modifiers placed close to the words they modify?
   * Was the same tense used unless that was a good reason for changing?
   * Is there a variety in the length and structure of sentences?
   * Have wordiness and redundancy been eliminated?
   * Is the style consistently formal or informal?
   * Are precise adjective and vivid verbs used?
   * Have nonparallel constructions been avoided?
2. **Check for spelling, punctuation, and capitalization.**
   * Are all words spelled correctly?
   * Are homonyms or frequently confused words used correctly?
   * Do all sentences end with the correct punctuation?
   * Are commas used where needed to set off parts of sentences?
   * Have unnecessary commas been avoided or eliminated?
   * Are semicolons and colons used correctly?
   * Are quotation marks placed correctly in relation to other punctuation marks?
   * Are direct quotations, and not indirect quotations, set off with quotation marks?
   * Are all proper nouns and adjectives capitalized?
   * Has unnecessary capitalization been avoided or eliminated?

**Appendix D: Student examples of writing in PEA format.**

**Example 1**:

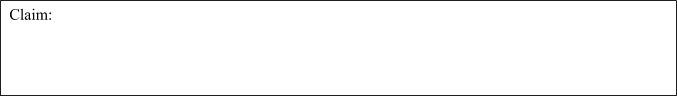
Despite the fact that he gave many millions of dollars to philanthropic causes, Andrew Carnegie was, first and foremost, a robber-baron, a capitalist more concerned with profits than with the welfare of his workers. Carnegie, at one point, shut down the Homestead Mill strike. He was determined to “cut wages and fire 500 hundred workers” in an attempt to make himself more money rather than succumb to the pressures of the union, which would have cost him more in payroll expenditures. Carnegie also once said that “the first man gets the oyster and the second gets the shell” (Carnegie 15). Here, the robber-baron displays his tendencies to be harsh in his business dealings to protect his own interests rather than those of his employees, the very people who make him his money. Finally, Carnegie also forced his workers to work “364 days a year,” and he only gave them short hour-long breaks for dinner amidst their sixteen hour shifts. Again, rather than be concerned with the well-being of his employees, as a philanthropist would, Carnegie drove his workers to near exhaustion, injury, and often death. Carnegie retained many choices about how he would run his business, but he chose an evil and demanding manner to do so; clearly, Carnegie stood as a robber-baron – one of the worst in the world.

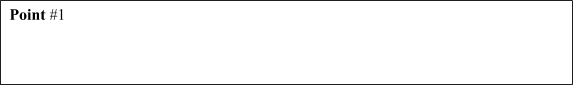
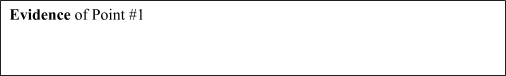
**Example 2**:

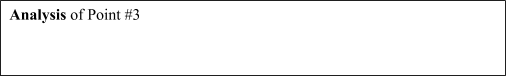
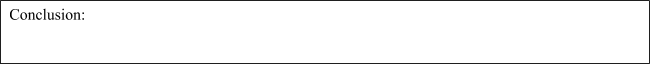
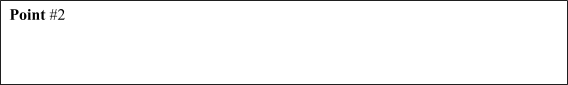
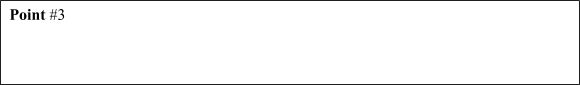
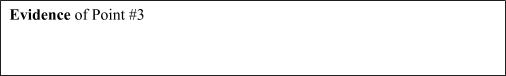
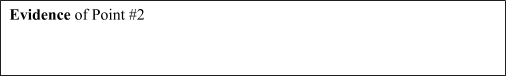
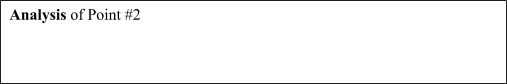
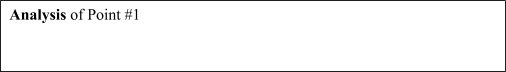
While many teenagers consciously seek their first romantic relationships during their high school years, the relationship in the short story “First Love” describes a relationship that is bound to fizzle and to remain only a short-term relationship. To begin, the two characters do not exemplify the notion of compatibility. She is a strong communicator while he oftentimes chooses not to engage in verbal communication, instead relying on body language to express himself. This clash of communication styles sticks out as a point wherein the two will not be compatible for a long-range relationship, only a short-term on. Additionally, this relationship will stagnate as a short-term one as there seems to be trust issues between the two. She instantly trusts this new boy without truly getting to know him. On the other hand, he, at times, tells tales containing half-truths that hide some alternative version of the truth. Trust needs to be at the foundation of any long-term relationship, and this relationship does not seem to have that at its core. Finally, this relationship will remain a short-term one because the one fight these two had in the story was not very “constructive,” another essential trait of a strong relationship. For example, she sought to get at the root of their disagreement and to solve the problem they were having. He, on the other hand, continued to bring up past fights, disagreements, and short-comings as evidence of why he was “right.” This inability to have constructive fights will short circuit the relationship, stunting them to only a short-term flash-in-the-pan relationship. Due to this couple’s shortcomings that center around compatibility, trust, and constructive fighting, they are doomed to remain a short-term couple rather than one that grows old together.

\*\* Notice the PEA structure for each. Notice the use of transitions between points and then into each explanation of each. Notice, also, how the writer not only tells what he thinks, but seeks to show and to connect those points BACK to the claim statement, every time a point is made.

\*\* The models can be achieved by all students. If needed, use the given blank template for those students who need more concrete structure to start.

**Appendix E:** Blank Outline of PEA Formatting





**Appendix F:** Expansion of the PEA format into an extended writing

The most common method of organizing extended writing is the five-paragraph essay; however, this structure can be further adapted into three, straight-forward sections: introduction, body, and conclusion. This allows students to use a familiar structure but adapt it to the complexity of the task.

# Intro paragraph

* Moves from general to specific.
* Moves from factual to opinionated.
* Claim (Most specific and opinionated) is the last sentence.

#### Writing Claims (the old thesis statement)

# What is a claim?

* A claim is a basic argument that focuses an essay. It's a controlling idea that ties together and gives direction to what supports it. Conversely, the primary purpose of everything in the essay not the thesis is to persuade the reader that the thesis is a valid one.

Consider the acronym SOAP:

* **S**: **Specific** and **Sharp**. Claim should be detailed enough to focus the paper but concise enough to be easily understandable; it should be one sentence.
* **O**: **Original**. Claim should involve fresh ideas that are the student's own.
* **A**: **Argumentative**. Claim needs to take a stand without being a sweeping generalization or a statement of value. A good litmus test is that if one can't argue against it, it's not a claim.
* **P**: **Predictive**. Claim statements should come at the beginning of a paper and should act as a map for the paper. (The order established in the claim should be mirrored in the body paragraphs.)

**Body Paragraph 1, 2, 3, etc.**

* Includes the major parts of the PEA paragraph.
* All facts relate back to the topic sentence AND the claim.
* Utilizes transitions to move from paragraph to paragraph as well as within each paragraph as students move from point to point or from example to commentary, etc.

# Conclusion Paragraph

* Restates the claim in a new way.
* Summarizes the arguments (from the body paragraphs without introducing any new points).
* Provides the reader with a call to action (Physical / Mental) and / or a universal statement.

**Appendix G: “No-Excuses List”**

Students should make sure they are aware of the meaning of ALL words they use when writing. These are some commonly misused words. Many writers are challenged by the following words.

Their – they’re – there

Two – too – to

You’re – your

Its – it’s

Accept – except

Allusion - illusion

Affect - effect

Bee – be

Choose - chose

Course – coarse

Compliment - complement

Four – for

Hears – here’s

Hour – our

I – eye – aye

Knight – night

Knot – not

No – know

Nose – knows

Reed – read

Weather – whether

Whose – who’s

Would – wood

Also be aware of the following commonly confused words:

* A lot = Two words: NOT alot.
* All right = Two words: NOT alright
* Good vs. well = Good is an adjective. Well is an adverb. Good describes nouns or subjects. Well describe “how” a verb happened. For example: Steve Martin is a good dancer. He dances well. In the first sentence good describes dancer (a noun); therefore good is an adjective. In the second sentence, well describes dances (a verb); therefore well is an adverb.

**Appendix H: Transitional Words and Phrases**

Transitions are words and phrases that smoothly connect one idea to another, one sentence to another, and one paragraph to another. The following is a list of transitions grouped according to the orders they usually clarify.

**Addition**: again, also, and, another, as well as, besides, both-and, equally important, finally, first (second, third), further, furthermore, in addition, in the same way, in the second place, last, likewise, moreover, next, not only-but also, one, similarly, than, too.

**Comparison**: analogous to, both, each, in like fashion, in like manner, in the same way, likewise, similarly.

**Concession**: although, at any rate, at least, despite, even though, for all, granted, in spite of, naturally, notwithstanding, of course, still, though, to be sure, while.

**Conclusion**: accordingly, as a consequence, as a result, because of, consequently, finally, for this (these) reason(s), on that account, since, then, therefore, thus, under these conditions.

**Consequence**. Result: accordingly, as a result, because, consequently, due to, for this reason, hence, in other words, since, so, then, therefore, thus, to sum up, with the result that.

**Contrast**: a different view, although, at the same time, but, by contrast, conversely, despite, for all that, however, in contrast, in spite of, nevertheless, not, notwithstanding, on the contrary, on the one hand-on the other hand, or, rather, still, while, yet.

**Details**: especially, in detail, in particular, including, namely, specifically, to enumerate, to list.

**Explanation**: by way of illustration, for example, for instance, in other words, in particular, namely, specifically, such as, that is, thus, to be specific, to illustrate.

**Summation**: Repetition. Intensification: above all, accordingly, again, all in all, also, as a result, as has been noted, besides, certainly, consequently, finally, furthermore, in brief, in conclusion, in fact, in other words, in short, in summary, in truth, indeed, of course, really, surely, therefore, this is, thus, to repeat, to sum up, truly, what's more.

**Space**: above, across, adjacent, along the edge, at the left (right), at the rear (front), at the top (bottom), behind, below, beneath, beside, beyond, in front of, in the center, in the distance, in the forefront, in the foreground, nearby, next to, on the side, on top, opposite, over, straight ahead, surrounding, under, within sight.

**Time**: after, afterward, at first, at last, at the same time, before, concurrently, during, earlier, eventually, finally, first (second, third), for a minute (hour, day), formerly, immediately, in the meantime, last, later, meanwhile, next, once, previously, simultaneously, since, soon, soon afterward, subsequently, then, to begin with, upon, usually, when.

**Appendix I: Elevating Writing by Adding Sophistication**

One way for students to distinguish their writing from the rest of the pack (and elevated to a 4) is to add sophistication to their writing. This is done in various ways and develops with their own sense of voice. Below are a few methods.

* **Parallelism**: Writing with parallelism involves using similar sentence structures to express ideas that are similar in content. Parallelism can be used to balance or contrast related ideas within a sentence. To be sure of using parallel structure, use nouns with nouns, adjectives with adjectives, and adverbs with adverbs, etc.
  + Not parallel: The boy loves swimming, biking, and to hike.
  + Parallel: The boy loves swimming, biking, and hiking.

Parallel structure should be used to add emphasis to an important idea. Parallel structure draws special attention to paired ideas; it also emphasizes the comparisons or contrasts in the ideas.

* **Sentence Complexity and Variety**: Each sentence should not start in the same way.
  + Varied sentences develop interest in the writing in addition to highlighting important ideas. For example, ending the paragraph with the strongest point leaves the reader with the most profound idea last.
  + An occasional short sentence that follows or is placed within a series of longer sentences, will draw attention to the idea. NOTE: Too many short sentences in a row becomes boring to read.
* **Specialized Punctuation**: Semicolons, dashes, colons, exclamation points, ellipses, parentheses, and brackets can draw attention to words and ideas that are significant. They should be used sparingly, though. **NOTE**: Exclamation points work better in dialogue than ordinary prose.
* **Dialogue**: A line or two of dialogue can show the importance of the idea. NOTE: Punctuation goes within the end quotation marks. Example: With my pen poised over the paper, my brainstorm at my side, and my thoughts raring to go, I announced to the class, “Move over Shakespeare. Here I come!”

# Appendix J: Extended Writing Tips

Tips for teachers to pull from in their instruction of the expectations of writing at each discipline--can use some or all.

* Follow the entire writing process.
* Organization (*select one!*)
  + Chronological
  + General to specific
  + Specific to general
  + Cause and effect
  + Point-by-point
    - Move back and forth between the items being compared.
  + Block
    - Discuss one item completely before discussing the other.
* Read your draft aloud.
* Utilize an editor.
* Re read the directions/prompt; verify compliance.
* Look at your rough draft with “fresh” eyes.
* Avoid “filler” (I think…, Personally…).
* Complete sentences; vary structure.
* Maintain the third person (him, her, it, one, etc.). (Unless it is a personal narrative essay)
* When writing about literature, write in the present tense when referring to the literature itself.
* When writing about historical topics, write in the past tense.
* When writing about scientific topics, write in the present tense.
* When writing about mathematical topics, write in the present tense.
* Actually prove your point (claim). Don’t use the essay to be “thinking on paper.” Do all your thinking in your head or in note form and then use the essay show why your ideas are correct.
* Write in active voice rather than passive ("Pete writes the sentence." rather than "The sentence is written by Pete.").

**Appendix K: Plagiarism**

# Unintentional Plagiarism

Often plagiarism in student writing is unintentional, as when an elementary school pupil, assigned to do a report on a certain topic, goes home and copies down, word for word, everything on the subject in an encyclopedia. Unfortunately, some students continue to use such "research methods" in high school and even in college, not realizing that these practices constitute plagiarism. To guard against the possibility of unintentional plagiarism during research and writing, keep careful notes that always distinguish among three types of material: your ideas, your summaries and paraphrases of others' ideas and facts, and exact wording you copy from sources. Plagiarism sometimes happens because researchers do not keep precise records of their reading, and by the time they return to their notes, they have forgotten whether their summaries and paraphrases contain quoted material that is poorly marked or unmarked. Presenting an author's exact wording without marking it as a quotation is plagiarism, even if you cite the source. For this reason, recording only quotations is the most reliable method of note-taking in substantial research projects, especially for beginning students. It is the surest way, when you work with notes, to avoid unintentional plagiarism. Similar problems can occur in notes kept electronically. When you copy and paste passages, make sure that you add quotation marks around them.

Another kind of unintentional plagiarism happens when students write research papers in a second language. In an effort to avoid grammatical errors, they may copy the structure of an author's sentences. When replicating grammatical patterns, they sometimes inadvertently plagiarize the author's ideas, information, words, and expressions.

# When Documentation is Not Needed

Common sense as well as ethics should determine documentation. For example, sources for familiar proverbs ("You can't judge a book by its cover"), well-known quotations ("We shall overcome"), or common knowledge ("George Washington was the first president of the United States"; "At a red light, drivers come to a full stop") are not needed.

# Other Issues

Other issues related to plagiarism include reusing a research paper, collaborative work, and copyright infringement.

*Reusing a Research Paper*: If students hand in a paper that they’ve already earned credit for in another course, it is deceitful. Using turnitin.com regularly will help teachers with avoiding the detective work.

*Collaborative Work*: An example of collaborative work is a group project students carry out with other students. Joint participation in research and writing is common and, in fact, encouraged in many courses and in many professions. It does not constitute plagiarism provided that credit is given for all contributions. One way to give credit, if roles were clearly demarcated or were unequal, is to state exactly who did what. Another way, especially if roles and contributions were merged and shared, is to acknowledge all concerned equally.

# Summing Up

*Students have plagiarized if:*

* They took notes that did not distinguish summary and paraphrase from quotation and then presented wording from the notes as if it were all their own.
* While browsing the Web, students copied text and pasted it into their

paper without quotation marks or without citing the source.

* They presented facts without saying where they found them.
* They repeated or paraphrased some one's wording without acknowledgment.
* They took someone's unique or particularly apt phrase without acknowledgment.
* They paraphrased someone's argument or presented someone's line of thought without acknowledgment.
* They bought or otherwise acquired a research paper and handed in part or all of it as their own.

*Students can avoid plagiarism by:*

* Making a list of the writers and viewpoints they discovered in their research and using this list to double-check the presentation of material in your paper.
* Keeping the following three categories distinct in their notes: my ideas, summaries of others' material, and important quotes.
* Identifying the sources of all material they borrow--exact wording, paraphrases, ideas, arguments, and facts.
* Checking with the instructor when they are uncertain about their use of sources.

**Appendix L: Grammar and Conventions**

## Parts of Speech

1. **Noun**
   1. A person, place, thing, idea, or emotion
   2. Proper nouns
      1. Name particular people, places, and things
      2. Must be capitalized
      3. Ex. White House, Abercrombie and Fitch, Elvis
   3. Common nouns
      1. Name nonspecific people, places, and things
      2. Are not capitalized (unless they begin a sentence!)
      3. Ex. building, clothing store, singer
   4. Oftentimes, nouns end in –tion, -ness, -ance, -ence, -or, -er, -ist, -ology.
2. **Pronoun**
   1. A word used in place of one or more than one noun. It may stand for a person, place, thing, idea, or emotion
   2. There are many types of pronouns: personal, indefinite, interrogative, demonstrative, and possessive
3. **Verb**
   1. Word that expresses action or otherwise help to make a statement
   2. *Action verbs* can express physical OR mental action (studied, thought, etc)
   3. *Linking verbs* do not express action, but rather help to make a statement by connecting the subject of the sentence with a word in the predicate that describes that subject
      1. Forms of the verb “to be”
      2. Ex. am, is, are, was, were, has been, have been, had been, will be, shall be, may be, would have been, can be, should be
   4. *Helping verbs* assist the main verb to express action or make a statement
      1. Ex. am, is, are, was, were, be, been, has, have, had, do, does, did, may, might, must, can , could, shall, should, will, would
   5. *Verb phrases* consist of a main verb and any of its helpers
4. **Adjective**
   1. Words that modify nouns or pronouns
   2. Answer such questions as *what kind? Which one? How many? How much?*
   3. Articles (a, an, the) are considered adjectives
   4. Oftentimes, adjectives end in –ous.
5. **Adverb**
   1. Word that modify verbs, adjectives, or other adverbs
   2. Answer such question as *where? When? How? How often? To what extent?*
   3. Oftentimes, adverbs end in –ly
6. **Conjunction**
   1. Word that joins words or groups or words (phrases and clauses)
   2. Coordinating conjunctions: (used to correct run-on sentences) think FANBOYS (for, and, nor, but, or, yet, so)
7. **Preposition**
   1. Word that shows the relation of a noun or pronoun to some other word in a sentence
   2. Usually, but not always, answers the question of *what can a bee do to its hive*?
   3. Ex. aboard, about, above, across, after, against, along, among, at, before, behind, below, beneath, beside, between, down, except, for, in, into, like, of, off, on, over, past, through, to, toward, under, with, without
   4. Prepositions never stand alone in a sentence. They work with nouns and pronouns to form *prepositional phrases*.
8. **Interjection**
   1. Exclamatory word that express strong emotion
   2. Have no grammatical relationship to the rest of the sentence
   3. Strong interjections (Hey, darn, yo) should be in their own sentence followed by an exclamation point.
   4. Weaker interjections (Well, so, um) should be set of from the rest of a sentence by a comma.

**Phrases and Clauses**

**Phrase** - group of words containing either a noun and its modifiers or a verb and its modifiers

**Clause** - group of words containing a subject and a verb and a complete thought.

**Independent Clause** - can stand alone as a sentence

Johnny has an extremely large cranium. (Makes sense; stands alone as a sentence)

**Dependent Clause** - cannot standalone as a sentence

Although he has a large head. (Cannot stand alone as a sentence; requires more)

**Complete Sentence** – Contains a subject and a predicate.

- Expresses a complete thought.

**Appendix M: Works Cited Page Formatting**

**MLA Works Cited Page Instructions**

A works cited page lists only the sources that are cited within the paper. This is, technically, different from a bibliography, which would list all the sources used to gain the requisite knowledge to write the paper. The LMC is a wonderful resource for helping students with MLA works cited. Please caution students that online MLA formatting is mostly correct, but not always. They should always double check their work.

# General Rules

1. The works cited is a list of resources used in a paper.

2. The works cited page is written on a separate sheet of paper(s).

3. The works cited is located at the end of a research paper or project.

4. The works cited format has a margin of one inch all around.

5. The works cited title is in plain font (not bold, italics, or underlined).

6. The works cited title is centered one inch from the top of the paper.

7. Entire format is double-spaced.

8. First line of each resource entry is flush with the left margin, and subsequent lines are indented one-

half inch.

9. Resources are listed in alphabetical order by the author's or editor's last name.

10. If there is no author or editor name, alphabetize by the first word of the article or publication (the next piece of information). Do not use the introductory adjective article (A, An, or The) to alphabetize. For example, The Research Handbook would be alphabetized under R rather than T.

11. Dates are written as day month year (no commas in between) with all months abbreviated except May, June and July.

12. Titles are written in both upper and lower case. Capitalize the first word, last word and all principal words in a title, including those that follow hyphens in compound terms. Do not capitalize articles (the, a, and an), prepositions (i.e. in, of, to, etc.), coordinating conjunctions 14. Titles of publications are in italics (preferred) or underlined.

13. Titles of articles and poems are in quotations.

14. Titles of publications and articles should be complete, including any subtitles. If there is a subtitle, put a colon and a space directly after the main title, unless the main title ends in a question mark, an exclamation point, or a dash.

15. Each resource entry ends with a period.

**Appendix N: Style Guide**

This writing policy and style guide details expectations for student writing throughout all departments. As a school, we must strive for excellence in writing at every opportunity. To accomplish this goal, all formal writing assignments at Legacy High School will be written within the parameters of this writing policy. Ideally, this policy will breed familiarity, comfort, and, most importantly, students' confidence in writing.

All writing assignments / papers/essays should be...

* On white paper (8.5 x 11 inches)
* Typed
* Double-spaced (Exception: Any indented quotation separated from the text should be single spaced)
* Processed in size 12 of a legible font per teacher instruction.
* Justified to the left
* Bordered with 1" margins (all sides)
* Paginated in either right-hand corner or bottom-center per teacher instruction.
* Labeled with a double-spaced heading in the upper left hand corner (front page only)
  + Student's name
  + Teacher's name
  + Course title & period
  + Date
* Bestowed with an original title (should be centered below heading; double spaces from body of paper)
* Bound with a single staple 45 degrees relative to the upper-left hand corner @ l cm from said corner
* No plastic / report covers: These, too often, prove to be as cumbersome as they are protective.

**Appendix O: Turnitin.com and Plagiarism**

Plagiarism refers to a form of cheating that has been defined as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own" (Alexander Lindey, *Plagiarism and Originality* [New York: Harper, 1952] 2). Plagiarism involves two kinds of wrongs. Using another person's ideas, information, or expressions without acknowledging that person's work constitutes intellectual theft. Passing off another person's ideas, information, or expressions as one’s own to get a better grade or gain some other advantage constitutes fraud. Plagiarism is sometimes a moral and ethical offense rather than a legal one since some instances of plagiarism fall outside the scope of copyright infringement, a legal offense.